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according as the percentage of men teachers is from 0 to 14, 15 to 29, 35 to 49 and 50 or more, it is found that the percentage of boys in the student body is for these groups 43.8, 43.3, 45.6, and 45.9, respectively. The indication is that the slight differences shown are to be explained by factors other than the ratio of men to women teachers in the schools considered.

Mental tests in Indiana high schools.—The success of survey methods in the field of education has stimulated the application of this form of technique to a variety of specific problems. An example of the use of such methods in the field of mental measurements appears in a recent report¹ by Professor Book which is based upon a state survey of the intelligence of high-school Seniors in Indiana.

The survey was conducted by the department of psychology of Indiana University with the co-operation of the Indiana State Board of Education. The original purpose of the investigation was the location of the most superior members of the high-school graduating classes in order that better provision might be made for a continuation of their education. The basic data for the survey were secured through the use of one of the Pressey intelligence tests in the case of some six thousand high-school Seniors in May, 1919. A considerable body of supporting information concerning the pupils was secured at the time the tests were given.

The major portion of the book is taken up with an extended analysis of the returns from the tests. After a brief chapter pointing out the range and distribution of the intelligence of high-school Seniors, the author presents a series of chapters showing the relation of intelligence to such factors as college intention, acceleration and retardation, school marks, occupational intention, courses of study pursued, subject preference, occupational and economic class, size and type of community, and sex differences. The latter part of the book consists of general conclusions and interpretations with liberal suggestions as to desirable readjustments and reforms.

The significance of the results and interpretations of the survey depends entirely upon the validity of the original data. No amount of multiplication of cases or of types of comparison can offset this fundamental factor. Since the relation of intelligence to scholastic record has been repeatedly studied, the correlation between these factors furnishes an important index of the value of the survey. This correlation between intelligence tests score and the average school mark "ranged for the different high-school subjects from .25 to .52; for all subjects studied during the Junior year from .282 for the boys to .277 for the girls. For all subjects studied during the entire high-school course by a representative group of 124 high-school Seniors, it was .47, P.E. .05" (pp. 109 f.).

¹ WILLIAM F. BOOK, *The Intelligence of High School Seniors*. New York: Macmillan Co., 1922. Pp. xviii+371. \$2.40.

The author has considerable difficulty in creating confidence in results possessing such low correlation. Nor does he increase the reader's confidence when he adds data for a "representative group" of 124 Seniors, selected from a single high school in Indianapolis, showing a correlation coefficient of .47, which is 20 points higher than for the six thousand cases. This group is "representative" neither in method of selection nor in the results pictured.

A further point of criticism concerns the loose manner in which the statistical material is presented. On page 21, for example, a chart appears which shows the distribution of intelligence for the entire group of subjects. Letters are assigned for the intervals on the base line ranging from A+ to F. The interval for grade A+ is 20 points; for grade C, 5 points; for grade F, 45 points; and for each of the other grades, 10 points. The reasons for this unequal division of the base line are adequately explained in the accompanying text. However, on page 33, two distribution curves are shown, using, on the horizontal axis, the same letter scores as on page 21, but *distributed equally* across the base line. This distortion of the base-line units, which entirely invalidates the interpretation of the curve, appears frequently throughout the book. Another error of the same character appears in the percentile curves, as, for example, on page 30. Here equal distances on the base line are given unit values of 5, 15, 10, 20, and 4 points, producing curves of distorted shape. Such statistical presentations are inexcusable in a report of this character.

The discussion of suggested reforms and of the value and uses of mental tests, which appears in the latter part of the book, is rather uncritically optimistic. The limitations of the present types of mental tests in dealing with vocational guidance and with moral delinquency are passed over lightly.

As an example of the survey method applied to a specific field, the book is very suggestive. It contains much information which is valuable, and it emphasizes a number of very important educational problems. But, as an example of a report of a major investigation in the field of educational research, it offers many loopholes for the type of criticism which the science of education is particularly anxious to avoid.

G. T. BUSWELL

Survey of a consolidated school district.—That the problems of the rural consolidated district are in certain respects peculiar to this type of school organization is to be inferred from the difficulties commonly encountered in the process of establishing and administering the schools of such districts. A recent study¹ of a rural high-school district in Colorado throws some light on the sources and the nature of these problems and makes a number of suggestions with a view to correcting certain conditions.

Since social and economic conditions within the organized area are the evident source of many of the problems of the consolidated school, the survey commission very properly undertook an analysis of these conditions. A

¹ *The Fruita Survey*. Fruita, Colorado: Board of Education, 1921. Pp. 111.